

LATIN NOTES

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Address communications to Frances E. Sabin, Director of the Bureau

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No. 3

DOES CAESAR BORE YOU?—A REMEDY

The editor suggests that teachers who have lost their interest in the text of Caesar and find themselves very much bored in the Caesar classroom, will profit largely from a trip to France. It is not only very easy to visit some of the scenes of the campaigns in Gaul but very inexpensive as well. Reading on the spot the account of the last desperate struggle at Alesia between the Gauls and their Roman conqueror, is an experience one never forgets. Seeing in the distance the statue of Vercingetorix outlined against the sky, as travelers do who are on their way from Paris to Switzerland, is one thing; but it is quite a different impression that one gets if he stops at the little station of Les Laumes and actually climbs the hill upon whose summit the statue stands. From this point he can see Mt. Flavigny where Caesar's headquarters were located; the plain to the west and the hills back of it which Vercingetorix and his famished Gauls watched with such despair during the last days of the siege; and Mt. Rea to the northwest where the final struggle took place. It is safe to say that after such an experience no line in Caesar's Seventh Book can ever again be lacking in human interest.

During her short vacation in France last summer, the editor not only visited Alesia but spent some days in the country of the Veneti in the southwest of Brittany. She will be glad to pass on any information as to how these places may be reached from Paris and the expense involved in visiting them.

HOW TO TRANSLATE: SUGGESTIONS FOR PUPILS

In the preparation of a translation lesson two main purposes must be kept in mind: First, to find out the meaning of the passage, and second, to gain power for an easier and more rapid understanding of any other material in the same language.

The ideal method in reading any foreign language is to take the thought in the order in which it was expressed, as a native speaker of that language would do, and as we do in reading our own language. In the early reading of a language which differs greatly from our own it is sometimes necessary to vary from that method, but it is wise to make these variations as small as possible. A proper method in reading contributes to the power to read.

As an illustration of how to proceed we may take the second chapter of Book I from Caesar's Gallic War. It is quite possible your lesson would not include all of this chapter, but we may assume for the present purpose that you have the entire chapter to prepare.

First, read slowly the introductory sentence as far as the period after *Orgetorix*, attempting to get the sense as you read. Remember that you must always observe carefully the last syllable of a Latin word

since that part of the word shows how it is used in a sentence. If one or two words are not familiar, look them up in the vocabulary and then read the sentence again. Draw a light pencil mark under each word you have to look up.

Begin the next sentence in the same manner, taking care as you read to group together in thought words which appear to make up individual phrases, such as *regni cupiditate* or *conjuracionem nobilitatis*, or the verb with its dependent word, as *civitati persuasit*. This habit of seeing phrases as a whole is exceedingly important and must be constantly cultivated. As before, look up words which you cannot make out and mark them. But whenever the similarity of a new word to some Latin word which you already know or to an English word suggests a meaning which appears reasonable, assume that to be the meaning and then check it up to see if you are correct when you have finished the assignment. Do not stop to find the choicest English in your first reading but merely try to get the sense. It is not wise to write the English meaning of a new word beside it in the text, since your progress depends on recognizing the meaning of the Latin word whenever it occurs, and if the English word is before your eyes the Latin word makes a less definite impression. But words which prove especially difficult to remember should be written on a separate sheet of paper with their meanings and memorized by careful study.

Take up the third sentence to *potiri* in the same way as the preceding. If you can make no progress because there seems to be no verb, look in the notes for hints which may help you. A statement will probably be found there to the effect that this sentence is in indirect discourse. Try to apply that fact in translation. In the sentence which follows, read first through *persuasit*, then take the second part through *continentur*. Now stop for an instant and think of the meaning of the sentences you have read. If you have marked several words, review their meaning.

Continue reading, noticing that the words which follow *continentur* are set off by special punctuation, probably by a colon, as if they served to explain something in the previous clause. You will find that they explain *undique*. Notice the phrases *una ex parte* and *altera ex parte*. The meaning of such phrases will become clear only as you allow your glance to travel ahead along the line in such a way as to take in the phrase as a whole. You cannot make them out by concentrating your attention on some one word.

When you find a sentence or a phrase which you cannot make out and on which the notes give you no help, enclose it in a parenthesis and go on with the rest of the chapter. Then go back when you have finished the chapter and try this passage again. If you cannot make out a difficult sentence of this sort in any other way, take what appears to be the main verb and its subject, if one is expressed, and translate them. Then see what modifiers can be directly connected with these

main parts of the sentence either as adjectives, object of the verb, or adverbs and translate them with the words to which they belong.

After you have translated the entire assignment read it over again quickly and review the meanings of the words you have marked. Then look through the notes and see whether any points in your translation need to be changed because of translations given in the notes or because of any general information they contain. Finally if possible, read the chapter again and find the best English expressions you can throughout.

When you have been reading Caesar for two or three months or even less, try to decrease your use of the vocabulary in getting the sense of the passage you are reading. Rely on the relation of new words to familiar words as far as possible, and also on the general sense of the context. Think what would be a reasonable word to use in the connection in which an unfamiliar word stands. But mark these unfamiliar words and check them when you have finished reading. Instead of continuing to check the meaning of the narrative and of the unfamiliar words after small groups of sentences, increase as rapidly as possible the length of the paragraphs to be read for the general sense until you can run through the entire assignment in this manner, taking up new words and difficult passages from the full amount read.

—Contributed

LITTLE STUDIES IN GREEK

The first issue in the series of fourteen very simple lessons in Greek, designed for the busy Latin teacher and the abler pupils in her senior class, was sent out early in November. Those who lament the passing of Greek from the secondary schools and feel that the Latin teacher is handicapped without some knowledge of this language, now have an opportunity to assist in a movement which will make it possible to have an interesting presentation of some of the high points of Greek on every bulletin board in the secondary Latin classroom. The *Bureau* is willing to pay for the printing of this publication for a year although the expense is very heavy. Those who are especially interested in the circulation of the leaflets in any one state should communicate with the director. And in all cases persons who are sympathetic with the project should endeavor to secure at once subscriptions for the series (\$1.40), so that teachers may have the lessons from the beginning of the year.

FIRST AID LETTERS

The *Service Bureau* receives many letters from young teachers in all parts of the country asking for assistance in general. Here is a sample: "I am an inexperienced teacher of Latin in ——. I seem to have trouble in finding things to keep the interest of my first and second year Latin classes. At a recent teachers' meeting I was told that you could help me solve my problems. I shall be glad of anything that you can send me."

While the director of the *Bureau* is always able to answer such letters in some kind of a fashion, she is never altogether satisfied with her replies. In thinking over the problem, it occurred to her that a very interesting collection of "First Aid" letters, written by experienced teachers in various parts of the country, might be made. This "symposium" could be listed by the *Bureau* together with the other material which it sends out and so be made widely useful. Contributions along this line will be welcome.

SOME INTERESTING TOPICS TREATED IN THE LATIN TEXT OF QUINTUS CURTIUS RUFUS

Compiled by Miss Annie White Marshall, Birmingham, Ala., with a view to assisting teachers who may be seeking material from classical authors not commonly read in high school. The Service Bureau for Classical Teachers is prepared to send out single copies in mimeographed form of the selections marked with a star.

When asked by Darius which army was the stronger, the Persian or the Macedonian, Charedemus describes the superiority of Alexander's army and is straightway put to death because he dared to tell Darius the truth. Bk. III, Sec. 5.

*Alexander proves himself the destined conqueror of Asia by cutting the famous Gordian Knot. Bk. III, Sec. 2.

*Contrast between the armies of Alexander and Darius. Bk. III, Secs. 7 and 8.

*Alexander's supreme confidence in those who served him. Bk. III, Secs. 12, 13, 14, 15.

*An incident showing Alexander's treatment of his royal captives. Bk. III, Secs. 30-31.

*The gods aid Alexander in a battle with Darius. Bk. IV, Sec. 59.

Abdalonimus, a pauper, is made king of Sidon. Bk. IV, Secs. 3 and 4.

While in Egypt Alexander visits the temple of Jupiter Ammon and is there acknowledged by the oracle as the son of the god, and his companions are directed to honor him as such. Bk. IV, Sec. 32.

The founding of Alexandria. Bk. IV, Sec. 33, 8½ lines. An eclipse of the moon frightens Alexander's soldiers. Bk. IV, Sec. 39.

Alexander's grief at the death of the captive queen of Darius. Bk. IV, Sec. 41.

The religious preparation of Alexander and Darius before the battle. Bk. IV, Sec. 48.

Description of Babylon. Bk. V, Secs. 4 and 5.

*Bucephalus, Alexander's famous horse falls into the hands of the enemy but is given up in consequence of the terrible threats of the king. Bk. VI, Sec. 17.

Three hundred picked soldiers of Alexander's army climb to the summit of a rock which the enemy thought impregnable and the enemy is forced to surrender. Bk. VII, Secs. 41, 42, 43.

*Alexander's marriage to the daughter of a "barbarian." Bk. VIII, Sec. 16.

Alexander's desire to be worshipped as a god. Bk. VIII, Secs. 18, 19, 20.

The healing power of an herb is revealed to Alexander in a dream, and by this herb the life of one of the king's soldiers is saved. Bk. IX, Sec. 33.

The duel between the pugilist Dioxippus and a Macedonian soldier. Bk. IV, Sec. 29.

Alexander, against the advice of his soothsayers, storms a town. Bk. IX, Secs. 18, 19, 20, 21.

*Alexander's first glimpse of the ocean. His soldiers are frightened by the tide. Bk. IX, Secs. 35, 36, 37.

The death of Alexander. Bk. X, Secs. 14, 15, 16, 17.

The character of Alexander. Bk. X, Sec. 18.

A SUGGESTION

I have found it practical to have pupils learn the prepositions in the phrases in which they are likely to meet them, instead of learning them as separate words; for example, *in aqua, in oppidum, ad terram, ex silva, ab viro, sine mora, propter periculum, etc.*

—Louise K. Lammers, Terre Haute, Ind.

A LATIN VERSION OF THE MARSEILLAISE

By Miss E. Adelaide Hahn,
Assistant Professor of Latin, Hunter College, N. Y.

Carmen Massiliense

I.

Advenit tempus exsurgendi,
Advenit dies gloriae.
Sunt tyranni nunc expellendi,
Filii omnes patriae!
Auditis militum clamores?
Hi saevi currunt contra nos,
Ut nobis coram liberos
Occidant nostros et uxores.

Ad arma, o cives! Et ordinate vos!
Pergamus nos!
Sanguis turpis permanet per sulcos!

II.

Sit manus ultrix nunc beata
Amore sancto patriae.
Iuva nos, Libertas amata,
Cuius sumus nos copiae.
Ad te victoria vocantem
Accurrat! Hostes videant,
Dum ipsi mortem obeant,
Victores nos et te ovantem!

Ad arma, o cives! Et ordinate vos!
Pergamus nos!
Sanguis turpis permanet per sulcos!

SOME CHARACTERISTICS OF THE ROMANS AS A RACE

Taken from *The Legacy of Rome*, edited by Cyril Bailey, Oxford University Press.

1. A genius for law, p. 70.
2. A deep respect for tradition, "mos maiorum," p. 90.
3. Power to assimilate and to adapt old means to new ends, pp. 138, 148.
4. Tact in dealing with dependencies, p. 170; tolerance and liberality, p. 171.
5. Certain "virtues" held in the highest esteem and embodied in many Romans, especially in the days before 200 B. C.

- (1) Virtus—in early days, "manliness" in the form of courage on the field of battle. Later the term broadened.
- (2) Gravitas—a serious sense of responsibility which necessitated long consideration before entering upon a course of action.
- (3) Pietas—the attitude of proper submission which "gravitas" creates. A "pius" man was not "sanctimonious" at all but submitted to the discipline of proper authorities.
- (4) Simplicitas—seeing things clearly and as they are—not being carried off one's feet by imagination or enthusiasm.

Comment: It was in the Roman family that these virtues were nourished to an unique extent, for the family was the unit in the Roman social structure upon which depended the well-being of the whole.

A POPULAR PROGRAM

I teach in a Girls' High School where the eternal feminine is always in evidence. Clothes are always an absorbing topic of conversation. So, in our Latin Club we found an excellent way to capitalize this interest in wearing apparel.

When it was our turn to put on a general assembly program, we had the whole-hearted support of each and every girl in getting up a Roman fashion show, modeled after one presented recently by the buyers of a large department store.

The girls worked in pairs, one acting as the model to demonstrate the toga, paenula, tunic, sandals, head-dress, and manner of wearing hair, etc., while the other girl explained to the audience the way of making the garments, and how they were worn. The models paced the platform with all the assurance of real Roman senators and ladies, while the audience, especially those who had never studied Latin, took in each and every detail with absorbing interest.

—MABEL M. KURTZ,
Reading, Pa.

COMPETITION AND VARYING ABILITY

In my classes, I recognize five grades of work, A, B, C, D, E. A is highest, C is average, and E is failure.

The pupils are arranged, according to their attainments on this scale, in five rows, either from front to back across the room, or across the room from back to front. (Here the E pupils occupy the front seats and the A scholars those in the rear.)

This arrangement greatly facilitates group work varied according to individual ability. Also it makes it possible to distinguish the superior, average, and inferior pupils at a glance. If there is a hard question to be answered, I look towards the A row. Usually I start questioning the E row which is called upon most frequently. If there is no response here, I go to the D row and so on.

The pupils who are inferior realize their limitations through this means; the class as a whole sees what average, low, and superior work is; and, as the seating is subject to change every week or two, there is great competition to advance to the next higher row, or, for those who are already in the A row, to deserve the right to remain there.

—MABEL M. KURTZ
Reading, Pa.

A ROMAN PHRASE REVIVED

Shortly after the murder of Giacomo Matteotti in Rome, the Opposition party seceded from the Italian Parliament or, as this step came to be designated, "repaired to the Aventine." The Manchester Guardian comments upon the incident as follows:

"Every school boy remembers how the Roman plebs, exasperated by the arrogance of the patricians, abandoned Rome and retired to the Aventine Hill. To this great event in Roman history, the secession of the Italian Parliament has been compared half jeeringly, but also half seriously, because nothing pleases the Italians more, in their present mood, than to discover somewhere an historical continuity extending from ancient to modern Rome."

Through an accident Ullman and Henry's *Second Year Book* was omitted from the Third Semester List of Latin Readers mentioned in the November LATIN NOTES.

MATERIAL FOR DISTRIBUTION

Mimeographed Material

This material is lent to teachers upon payment of postage or is sold for five cents per item unless otherwise indicated. The numbering is continued from the November issue.

145. An improvement sheet for the Latin teacher. Prepared by *Miss Ruth Alexander*, Department of Education, University of Indiana.
146. Games for Latin clubs, by *Miss Corinne Rosebrook*, Marion, Ohio. Contributed by the Ohio Service Committee.
147. Devices for teaching special parts of Cicero's orations, by *Miss Corinne Rosebrook*, Marion, Ohio. Contributed by the Ohio Service Committee. Contains a play in English.
- 148-149. Sample tests for measuring the attainment of certain immediate and ultimate objectives. Prepared by *Mason D. Gray*, Rochester, New York. These are not for sale. However, teachers may have them mimeographed for their own use in accordance with the directions enclosed with the tests.
150. Archaeology for Classical Teachers, by *R. V. D. Magoffin*. Published by the American Classical League.
151. Two short Latin plays based on the text of Ovid, by *Miss M. Orange*, late Classical Mistress of St. Margaret's, Polmont, England. This may be borrowed, but it is not for sale.
152. An old Roman game, by *E. T. M.* Taken from the *Classical Journal* for March, 1916.
153. The Value of the classics in training for citizenship, by *Dr. Gonzalez Lodge*, Teachers College.
154. The relative importance of the classical and the Anglo-Saxon elements in the English language—a concrete illustration in the form of a poster.
155. A simple and interesting account in English of Cicero's life, designed to afford material for the writing of Latin in the third year. Prepared by *Miss Anna Jones*, Central High School, Grand Rapids, Mich.
156. A simple and interesting account in English of Caesar's life, designed to afford material for the writing of Latin in the second year. Prepared by *Miss Anna Jones*, Central High School, Grand Rapids, Mich. Single copies, 10 cents.
157. Classical club programs from the Eastern High School at Baltimore. Prepared under the guidance of *Miss Margaret Garrett*.
158. Methods I expect to use next year, by *Mary H. Umstead*, Madisonville, Ky.
159. Social problems in Cicero's times, by *Dr. Ernst Riess*, Hunter College, N. Y.
160. Christmas and the Roman Saturnalia. Taken from *Ohio Latin News and Notes*. Contributed by *Victor D. Hill*, Ohio University, Athens, Ohio.
161. A list of some of the newer studies dealing with the professional side of Latin.
162. A list of idioms in Caesar and Cicero: an aid in translation. Prepared by *Harry Wedeck*, William H. Seward High School, N. Y. Price 10 cents for single copies; 5 cents for 15 or more.

Latin Notes Supplements

Readers of *LATIN NOTES* may not be informed of the fact that much of the best material which comes to the Bureau appears in the *LATIN NOTES SUPPLEMENTS*. The limits of space which it is thought best to observe in *LATIN NOTES* makes it necessary to provide other means for publishing important items. The *SUPPLEMENTS* and the mimeographed articles listed in each issue of the *NOTES* contains some of this extra material.

A considerable number of persons have asked to have all *SUPPLEMENTS* sent to them as they appear together with a bill at the end of the year. The price of these *SUPPLEMENTS* is ten cents as a rule. A list of those which are now available follows:

- I. English pronunciation of proper names in the *Aeneid*. Price 10 cents.
- II. Some allusions in English literature to the *Aeneid*. Single copies 10 cents; 5 cents for 30 copies or more.
- III. A bibliography for the study of Vergil, by *Dr. Nelson G. McCrea*, Columbia University. Price 10 cents. Valuable for college instructors as well as for the secondary Latin teacher.
- IV. Famous stories about the Romans; fifteen easy Latin narratives (with pictures) suitable for sight reading in the first year. Price 10 cents for single copies; 5 cents for 30 copies or more.
- V. Twenty interesting stories about Caesar; taken from translations of classical authors. Price 10 cents; 5 cents for 30 copies or more.
- VI. Programs for classical clubs—a summary of some accounts in *The Current Events Department of The Classical Journal* for the last ten years. An 8-page folder prepared by *Clara Radell*, Pittsburg, Kas. Price 25 cents.
- VII. A catechism for the progressive Latin teacher, by *Dr. Gonzalez Lodge*, Teachers College. Price 10 cents; 30 or more, 5 cents each plus postage.
- VIII. Latin cross-word puzzles, by *Dr. Roland Kent* and *C. R. J. Scott*, University of Pennsylvania. Price 10 cents; 30 or more, 5 cents each plus postage.
- IX. Latin Grammar Speaks—an operetta, by *Julia Frances Wood*. Single copies 25 cents.
- X. List of books and other equipment interesting to Latin teachers, by *T. Jennie Green*, State College for Teachers, Kirksville, Mo. Price 10 cents.
- XI. Latin narrative in the first two years—what the English textbooks have to offer. Prepared by *Miss Mary Breene*, Pittsburgh, Pa. Price 10 cents. Invaluable for the progressive teacher.
- XII. Important Roman festivals—a summary of the contents of Warde Fowler's *Roman Festivals*, organized for the use of the Latin teacher. Prepared by *Audre Mae Jones*, Columbus, Ohio. (Ready in January.)
- XIII. Cicero's literary style as a basis for the study of English expression. Prepared by *Dr. Frances P. Donnelly, S. J.*, Saint Andrew-on-Hudson, Poughkeepsie, N. Y. (Ready in January.)

Bulletin 1

Latin in the Junior High School. Prepared by a committee of students in Mr. W. L. Carr's summer session class at Teachers College, 1924. Price 35 cents.

Booklets

The following Booklets in a series known as *ROME AND THE ROMANS*, presenting certain features of Roman life in a simple and interesting way and containing many pictures, are now available:

The Roman House, by *Miss Helen H. Tanzer*, Associate Professor of Latin at Hunter College, New York. Price for single copies, 20 cents; 15 cents for quantities under 20; 10 cents for 20 or more.

How The Romans Dressed, by *Dr. Lillian Wilson*, Chicago. Price for single copies, 20 cents; 15 cents for quantities under 20; 10 cents for 20 or more.